

Manajemen Kurikulum Sekolah Khas dalam Membentuk Karakter Al-Qur'an dan Kemandirian Ekonomi Siswa

Management of a Typical School Curriculum in Forming Qur'anic Character and Students' Economic Independence

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ARTICLE INFO	ABSTRACT
<p>Article History: Received: 14-Sep. 2024 Revised: 14-Oct. 2024 Accepted: 29-Oct.2024</p> <p>Keywords: <i>curriculum management; typical school curriculum; qur'anic characters; students' economic independence</i></p>	<p>Kurikulum khas merupakan faktor penting dalam menunjang keberhasilan pendidikan, terutama bagi sekolah unggulan yang memiliki kurikulum khas merupakan branding menarik. Tujuan penelitian ini untuk mengungkap bagaimana manajemen strategik mendorong terwujudnya sekolah dengan kurikulum khas. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Teknik pengumpulan data dilakukan melalui wawancara tidak terstruktur, observasi dan dokumentasi. Validasi data dilakukan dengan triangulasi sumber data melalui diskusi kelompok terfokus. Hasil penelitian menunjukkan bahwa (1) Kurikulum khas mengacu pada visi, misi dan tujuan sekolah, target capaian berdasarkan formasi seleksi PPDB dan strategi pencapaian target yang efektif; (2) Penerapan kurikulum khas diawali dengan penentuan personil dan pembagian tugas mengajar serta penyusunan jadwal yang terkoordinasi; (3) proses pelaksanaan program didukung oleh peran dan partisipasi stakeholder serta pemanfaatan teknologi digital; (4) Asesmen dilakukan secara rutin untuk meminimalisir kesalahan yang dapat terakumulasi di akhir program. Perbaikan program dilakukan dengan mempertimbangkan dampak dan mengutamakan hasil.</p> <p>A distinctive curriculum is an important factor in supporting educational success, especially for superior schools having a distinctive curriculum is quite attractive branding. The aim of this research is to reveal how strategic management encourages the realization of schools with distinctive curricula. The method used in this research is a qualitative method with a case study approach. Data collection techniques were carried out through unstructured in-depth interviews, observation and documentation. Data validation was carried out through triangulation of data sources in the form of focus group discussions. The research results show that (1) The typical curriculum has been formulated by referring to the vision, mission and goals of the school, determining achievement targets based on the PPDB selection formation and effective target achievement strategies; (2) Implementation of a typical curriculum begins with determining personnel and distributing teaching duties as well as preparing a coordinated schedule; (3) the program implementation process is supported by the role and participation of stakeholders as well as the use of information technology; (4) Assessments are carried out both routinely and at the end of the program to minimize errors accumulating at the end of the program. Efforts to improve the program are carried out by considering impacts and prioritizing results.</p>

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INTRODUCTION

Curriculum is an important part of education, related to how learning plans and learning materials can become guidelines for teaching and learning activities, directing all educational activities to improve educational goals (Nana Syaodih, 2019; Nurkholis & Santosa, 2022). Curriculum development considers the principles of relevance, objectives, content and processes, adapted to the needs and demands of the times (Ulum, 2020). The role of the school, especially teachers, is needed to be able to manage and implement the curriculum effectively, because teachers are the determinants of the success of implementing the curriculum in achieving learning goals and forming the expected character in developing the curriculum (Nurkholis & Santosa, 2022; Rikha Rahmiyati Dhani, 2020).

Efforts to form positive character are the main target, especially because globalization has threatened moral values and made humans part of a global society without borders, including students. Meanwhile, technological progress should be in harmony with educational values in Indonesia, which reflect national character, courtesy and friendliness (Aji & Santosa, 2023). Good character or morals have a central and determining role in human life. The existence of a strong character provides excellence and brilliance in various aspects of life (Panoyo et al., 2019). In addition, when the dynamics of the global economy and technological developments continue to take place due to globalization, the ability to be economically independent becomes very important. This can start with economic awareness. Economic awareness can be applied by making students become social entrepreneurs who are involved in developing the economic sector, so that it can provide opportunities for entrepreneurship (Andayani et al., 2021). Through economic independence, students can become more financially independent, face economic challenges with greater confidence, and open the door to developing their own business potential. Therefore, education that encourages economic independence among students is not only relevant, but also supports their preparation to face an increasingly complex and competitive world.

The reality on the ground that violence and deviant school behavior are carried out in everyday life is evidence that character education has not been realized in educational institutions (Widodo, 2018). The Ministry of Education and Culture stated that there are many challenges to the character of generation Z, such as a decline in the nationalist sense of Pancasila, intolerance, violence against children and women, bullying, pornography, drug abuse, etc. (Kemdikbud, 2022). This is a concern to see the condition of the nation's character getting worse by seeing individuals who are easily carried away by the flow of freedom (Nurazizah et al., 2021). Likewise, there are many things that encourage children to have economic independence, seen from the increasing unemployment rate and increasing needs. Inappropriate solutions will have a negative impact on losing the younger generation as the nation's successors who have potential knowledge and skills that will enable them to become people who are useful for society, the nation and the state and have a strong soul and mentality with noble character.

Educational institutions are considered as the right means for forming students' morals and morals and also as the right place for providing awareness and guidance in building economic independence through effective management of the typical school curriculum. QLP Rabbani Bandung Middle School manages a typical school curriculum to produce students who have Qur'anic character, are able to lead and have independence in the economy. This research is important to carry out because it makes a significant contribution in understanding how schools can manage and play an active role in creating a distinctive curriculum that supports Qur'anic character and students' economic independence.

METHOD

This research uses a qualitative approach because it is not intended to test a hypothesis, but to reveal and describe a phenomenon that appears in the research setting. This phenomenon is then explained so that there is a complete picture. The data obtained, whether in the form of interviews, documents or observation results, is then validated so that an original and complete picture can

emerge. Validation is carried out by confirming various data obtained through focus group discussion activities and checking document data with all those responsible for the activity. The location of this research was carried out at SMP Quranic Leader Preneur (QLP) Rabbani Bandung which was carried out from April to June 2024. Primary data was taken directly in the research setting through observation and interviews with the authorities. Data were collected through interviews with the principal, deputy head of curriculum, 2 people in charge of the QLP program, 2 religious teachers and entrepreneurship teachers each, and 7 students. Secondary data comes from Strategic Plan documents, School Work Plans, school meeting minutes, and journal articles relevant to the research theme. The interview technique was carried out openly using the Snowball technique which allowed the interview to develop to reveal phenomena naturally. This technique seeks to explore the material freely while still paying attention to contemporary themes that allow new findings to emerge. This technique also does not rule out the possibility of developing themes and the number of informants as needed. The data that has been collected is then analyzed qualitatively and described with the help of the Atlas.Ti program.

RESEARCH RESULT

A. Typical School Curriculum Planning

Curriculum planning is an essential initial activity process in an educational institution to ensure that all educational programs provided are in accordance with the National Education Standards and the institution's vision and mission and are able to meet students' learning needs (Nurrahmah et al., 2023). National Education Standards in this case are management standards contained in Government Regulation Number 19 of 2005. Education management standards that apply nationally include planning, implementation, supervision and evaluation of programs that must be fulfilled by educational institutions.

The birth of regional autonomy in the education sector as stated in the Government Regulation of the Republic of Indonesia Number 25 of 2000 has provided extensive opportunities for regions and educational institutions in managing the implementation of education in a decentralized manner. Decentralization of education offers new opportunities for school principals to be more independent in developing all the school's potential and resources to become superior schools (Oktapia et al., 2023). A typical curriculum is a curriculum owned by an educational unit that differentiates that educational unit from other educational units. Typical curriculum planning is formulated based on the vision, mission and goals of an educational institution. Vision as a picture of the future or target to be achieved; mission is a way to achieve that vision, then the goals of an educational institution are achievements that can be measured as a description of the vision and mission of an educational institution (Syukri & Hasibuan, 2024).

The typical curriculum at QLP Rabbani Middle School is formulated based on the school's vision and mission, namely to create graduates with a QLP (Quranic Leader Preneur) spirit through Qur'an education services, quality assurance by improving the quality of students, producing graduates who have innovation and independence, and have the ability in international languages. Apart from that, a typical curriculum is formulated based on guidelines for educational objectives at QLP Rabbani Bandung Middle School. This was conveyed by the Deputy Principal for Curriculum who stated that, "...the concept of a typical school curriculum was formulated from its objectives first from its content and then reduced to the QLP quranic leader preneur curriculum"

To achieve the vision, mission and goals of educational institutions, you can start with careful curriculum planning starting with recruitment and selection for New Student Admissions (PPDB). Recruitment is an effort or process of looking for prospective students, while student selection is carried out in order to find resources for superior prospective students. To compile this recruitment and selection process, clear procedures are needed by educational institutions to facilitate the achievement of institutional goals, because students' initial abilities and experiences are the basis for their ability to receive subsequent knowledge (Ramadhany et al., 2021).

QLP Rabbani Middle School is a continuation school from Rabbani Elementary School in Bandung which has the same vision and mission by carrying out the QLP curriculum. As a secondary school,

SMP QLP Rabbani Bandung organizes and manages new students by grouping students' abilities into categories for memorizing the Al-Qur'an through tests carried out at the start of school, as stated by P1,

"So when we enter we first hold a placement test, an Al-Quran test. This Al-Quran test was carried out to classify children's tahsin ability, tahsin ability and memorization capital. There are those whose tahsin skills are good but they don't have it memorized yet, that is, there will be a separate group. There are those whose tahsin skills are good, they already have memorization, well that's a separate group. There are those who have memorized it but their tahsin is not good, well that's a separate group. There are those who are really 0, they can't understand it yet, they don't have it memorized yet, well that's just the lowest group, that's what we're grouping. "We carry it out during psychological tests and Al-Quran tests are also like that."

The selection of students in the PPDB is intended to make it easier for schools to determine achievement targets according to their basic abilities. To achieve these targets, it is necessary to develop strategies in planning a unique curriculum. Curriculum strategies are important for achieving educational goals related to the implementation of ideas, planning, and implementation of an activity within a certain period of time (Ima Frima Fatimah, 2021). There are four curriculum innovation strategies, namely: Facilitative Strategy, Educational Strategy, Persuasive Strategy, and Coercive Strategy (Septermiarti et al., 2023). The results of the interview showed that strategy is an inseparable part of program planning. The school curriculum can be implemented well through the strategies that have been prepared. The facilitative strategy is carried out by using the learning resource strategy that has been provided by the foundation which is adjusted to the implementation of the program. Educational strategies are developed through the material taught, material that is relevant to student needs and supported by a strategic learning climate. The persuasion strategy is applied through a psychological approach to determine indications of obstacles and challenges for students in implementing the applicable curriculum and preparing solutions to the problems faced. Furthermore, evaluative strategies are implemented through exams that students must take to measure the level of success of the curriculum before continuing to a higher level.

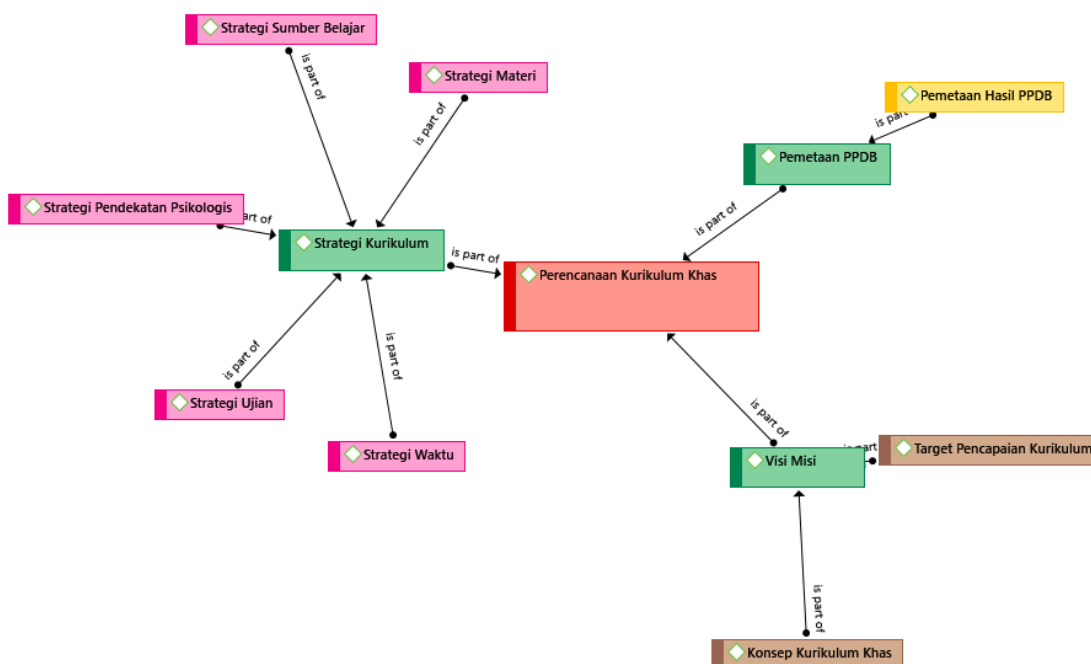


Figure 1. Typical Curriculum Planning Concept Map

Typical curriculum planning is formed from the institutional vision and mission which is derived through the typical curriculum concept and curriculum achievement targets. Based on the mapping of new student acceptance, student groups can be categorized according to their basic abilities. Each

mapping requires a strategy so that curriculum achievement targets are optimal.

B. Organizing a Typical School Curriculum

Organizing is the process of how strategies and methods that have been formulated in planning are designed in an appropriate and strong organizational structure, a conducive organizational system and environment, and it can be ensured that all parties in the institution are able to work effectively and efficiently to achieve organizational goals (Ansani & Baking, 2019). Meanwhile, curriculum organization is the design of curriculum materials which aims to make it easier for students to study learning materials and carry out learning activities so that learning objectives can be achieved effectively (Andriani et al., 2019). So organizing the curriculum is closely related to how teaching and learning activities and students' experiences in teaching in an educational institution are carried out easily because of the clarity of the design or organizational structure both structurally and in terms of curriculum content/materials such as subjects, time allocation or lesson schedule, and others (Walewangko et al., 2022).

At QLP Middle School, subjects are divided into general official subjects by applying the Merdeka curriculum and institutional/special school subjects. Official subjects consist of Islamic Religious Education (PAI), Mathematics, Pancasila and Citizenship Education (PPKN), Indonesian, English, Natural Sciences (IPA), Social Sciences (IPS), Physical and Physical Education (PJOK), Technology and Computer Science (ICT), and local Sundanese content. Meanwhile, institutional subjects consist of Tahsin, Ziyadah, Muroja'ah, Zindani, and Tajir. In addition, there are mandatory and optional extracurriculars. Then, scheduling to organize and determine the time an activity is carried out in a typical curriculum in an educational institution is a co-curricular activity that is included in the subject. Scheduling is important so that each subject or program can proceed in an orderly and sustainable manner. To prepare the scheduling, you need to know the number of subjects, the number of teachers teaching, the number of effective days and weeks, the number of classes, and the number of teaching hours for each lesson (Risqiwahid et al., 2023). Effective scheduling not only ensures that all subjects get adequate time, but also supports a balance between theory and practice. QLP Rabbani Middle School prepares a schedule of Teaching and Learning Activities every Monday–Friday from 07.00 to 15.30. The lesson schedule combines lessons supporting the typical curriculum and general lessons from the National Education Department.

The organization in schools is structurally closely related to the teaching tasks given to teachers according to the number of teaching hours they have (Leinhardt, 2019; Sebastian et al., 2018). Educators assigned by the Principal through the coordination of the Vice Principal for Curriculum must meet academic and professional qualifications (Dalail et al., 2024). According to Article 29 paragraphs 3 and 4 concerning National Education Standards (SNP), it is required that educators at the elementary and secondary education levels must have a minimum academic qualification of diploma IV (D-IV) or bachelor's degree (S1), an educational background that is in accordance with the subjects they teach, and have teacher certification (Edy & Maryam, 2022; Yasin, 2022). The division of teaching tasks at SMP QLP Rabbani is carried out by the Foundation and the Principal at the beginning of the new school year. However, if one or two things happen during the business trip, teaching tasks can be replaced by other things/people. To become a teacher, the principal recruits teachers who are not only linear in the subjects they teach, but must also have the capacity to teach the Qur'an to guide students in the Qur'an program. As conveyed by the principal; "A teacher can teach a maximum of 10 students. Each teacher doubles as a tahfidz teacher, with a total of 10 students. Because the Qur'an is a special curriculum, in addition to being competent in general education, they must also have a good foundation in the science of the Qur'an. We develop a unique school curriculum so that the strategy to realize it is to integrate the teacher's duties to implement the Qur'an curriculum which includes the subjects of Tahsin, Ziyadah and Muroja'ah. Likewise, to implement the entrepreneurship curriculum, teachers must integrate it into their general duties and task capacity. To achieve the goals of a typical curriculum, all stakeholders involved must have good coordination. Coordination is communication carried out both vertically and horizontally to equalize perceptions and establish cooperation in implementing planned programs/activities. According to

Melayu S.P Hasibuan, vertical coordination is the unification and direction of a superior regarding the activities of units and the performance of his subordinates, for example coordination from the school principal to the management team, to teaching staff and other stakeholders. Meanwhile, horizontal coordination is the unification and direction carried out by the same level of organization (Anwar, 2021). For example, coordination between teaching staff or teaching staff and management staff.

Vertical coordination at QLP Rabbani Middle School is carried out by the principal to the deputy principal and the principal coordinates with the teachers regarding the curriculum to be implemented. Or the deputy principal coordinates with the teaching staff regarding the activities/programs that will be carried out. Coordination is carried out from top to bottom or vice versa. This is as stated by the teacher of the Tajir Program (entrepreneurship activities) in the interview session, "If I make a product, I also say to the principal, sir, is this approved or not? "So there are several stages, apart from asking the child for approval from the curriculum, if the curriculum says don't, this is too complicated, then I look for something else." Meanwhile, horizontally, coordination at QLP Middle School is carried out by fellow deputy principals, fellow teaching staff, teaching staff and TU staff, and others. This is done to inform each other, direct or provide suggestions for improvement. Apart from coordinating with the internal structures involved in implementing the typical curriculum, coordination with parents needs to be carried out. This is to establish good cooperation between the school and parents. This collaboration requires good management or governance. By managing the relationship between the school and the students' parents, cooperation can be well established and directed, so that the goals that have been set can be achieved and carried out (Hariesa et al., 2021).

QLP Rabbani Middle School realizes that communication with parents must always be carried out in all matters related to the implementation of the Khas curriculum at school. This communication must be established from the crew since the acceptance of new students. Then parent communication can be established through the homeroom teacher because the homeroom teacher is an extension of the school to the parents. Parents can also communicate to the school, both to the homeroom teacher and to the curriculum area, about their child's testimonials when they are at home. Parental communication is also established with subject teachers directly when there are students who have not carried out their obligations well, for example in the Tajir program, the Tajir program teacher communicates with students to their parents.

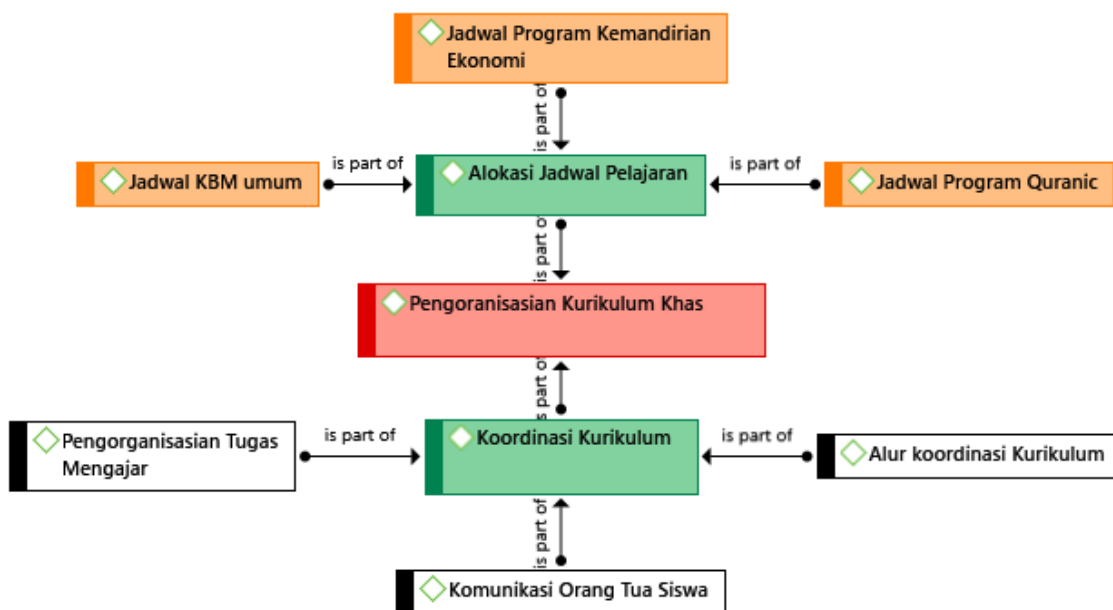


Figure 2. Concept Map for Organizing a Typical Curriculum

The organization of a typical curriculum structurally regulates teachers' teaching duties, coordinates with all stakeholders, and involves parents in coordination. Furthermore, organizing the curriculum

cannot be separated from the allocation of lesson schedules which regulate the allocation of time for subjects, whether general subjects or subjects supporting the school's typical curriculum.

C. Implementation of the Typical School Curriculum

The implementation of the curriculum in schools, both the official curriculum and the curriculum developed by educational institutions, usually includes: a) school objectives, b) fields of study studied in accordance with school objectives, c) educational staff, including; teachers, administrative staff, librarians, media experts, guidance and counseling staff, curriculum development experts, social workers, d) facilities needed including equipment, teaching aids/media facilities (Pinontoan, 2023). To achieve educational goals, support is needed in all aspects. In the curriculum, there are various subjects and educational programs that must be provided by the school in the form of a learning plan given to students (Nasrulloh et al., 2023). In implementing the typical curriculum, SMP QLP Rabbani implements a typical curriculum support program consisting of 1) Al-Quran Program, 2) Leadership Program, and 3) Entrepreneurship Program. The Al-Quran Program is a program that is designed and implemented to achieve the goals, vision and mission of the school in aligning the values of the Al-Quran and Sunnah in activities at SMP QLP Rabbani. The Al-Quran program has 2 activity programs, the first is Tahsin. This is in accordance with what was conveyed by the Principal, "here it is not only tahsin tahfidz but there are also other activities that are sourced from the Al-Quran, one of which is Islamic character building."

The second program is the Tahfidz Program. This is also an effort to bring students closer to the Al Quran by memorizing it (Santosa, 2022). The Tahfidz program at QLP Middle School is divided into two parts, namely: Ziyadah and Muroja'ah. Students perform ziyadah (memorize the Al-Quran in their own way within the time determined by the teacher). In this Ziyadah activity, all students are free to memorize as much as possible without having to be burdened with memorization (mutqin) and do not need to repeat previous memorization. While Muroja'ah, this activity is to strengthen students' memorization (Nisa, 2024). This is as stated by the Deputy Principal for Curriculum, "In Muroja'ah, children memorize and revise their memorization when they have completed 1 juz and are then allowed to continue to the next juz when they have passed their exam or simaan or tasmi like that." This leadership program provides leadership teaching so that in the future students are ready to become leaders who conquer the world by adhering to the Al-Quran and Sunnah through a special program. The program is called Zindani (Ilahiah, 2024). This program teaches students to be more confident in speaking in public.

The Entrepreneurship Program is a program to equip students to understand the concept of entrepreneurship and practice it. The Entrepreneur Program at QLP Rabbani Middle School consists of two activities, namely 1) Tajir Program, and 2) Market Day Program. The Tajir Program (business education) is the name of the subject studied by QLP Rabbani Middle School students in Bandung with the first week's meeting agenda being theory/tutorial on making a product, both goods and food, which has been mutually agreed upon, while the following week it is practice on making products that have been studied previously, then selling them. The Tajir program theory provided is information about how to make products, capital used, profit calculations, and marketing methods (Syamsiyah & Ardana, 2022). Meanwhile, in practice, all students previously brought equipment and materials to make the product at that time which had been prepared by the school. According to the teacher's guidance, they worked in groups but each student had to make one product each in the meeting according to their individual creativity. The school, through the treasurer, provides capital to the Tajir program teachers after submitting a budget to implement the program.

The Market Day program is an activity for students to sell products and gain economic benefits. This activity is carried out once a semester. First of all, when students already know the scheduling of Market Day and which class will be the seller, they discuss forming a committee to determine their respective tasks, the concept to be used, and so on. For goods sold according to the agreement, whether food or other goods. For food, each student must bring 5 pieces of the same food to sell. They create a price list by determining the profit from the sale. This activity is carried out in

alternating classes and is carried out not only within the school environment, but is also held outside the school. The concept of the QLP curriculum as a typical curriculum is integrated into everyday subjects. Curriculum integration is considered an effective way to create skills or knowledge according to developing times (Drake & Reid, 2020). A typical curriculum that carries Quranic values, leadership and entrepreneurship is taught in other subjects, so that studying any subject provides teaching about a typical curriculum. Integrating typical curriculum values into subjects has its own influence and impact on students (Hidayat, 2021).

In carrying out all activities or programs supporting the typical curriculum, students participate well, interacting with teachers (Nurkholis & Santosa, 2022). In the Tahfidz program they solemnly follow and make memorized deposits. All students did not joke or did not participate in activities. The same thing applies to entrepreneurial activities; In the Tajir activity, students follow the teacher's directions, they work in groups to make products based on the video tutorial that was previously presented. They carry out these activities by occasionally joking with their friends. Also, in Market Day activities, all students participate actively both as sellers and buyers. Not only students participated, but all teachers and employees took part in the event as support for the program. Teachers play the main role as curriculum implementers because teachers deal directly with students in delivering material or subjects that support the typical curriculum so that teachers become the spearhead of the success of the typical curriculum in an educational institution (Abdullah et al., 2023; Gouédard et al., 2020).

The teacher's role in the classroom cannot be separated from the direction, guidance and instructions of the school principal. As a leader, the school principal must be able to manage the teaching staff to carry out their responsibilities and have good performance according to their main duties (Suyitno, 2021). If teachers are the key to the success of the curriculum implemented in the classroom, then the principal is the key to the success of the curriculum implemented in the institution, then this requires joint involvement and responsibility in implementing it (Jaenudin, 2024). The success of the curriculum is a form of good cooperation from various parties in achieving common goals (Firdausi & Sulistyorini, 2023). Apart from the involvement and participation of all school stakeholders in implementing the typical curriculum, the support of students' parents, both directly and indirectly, is also needed to have a significant impact. Parents' attention to their children's learning activities influences students' success in life (Haprabu et al., 2022). Direct support from parents by getting involved in school activities, accompanying students' activities at home, communicating with the homeroom teacher or the school by providing testimonials for their children, and so on. Meanwhile, indirect support from parents takes the form of providing motivation, encouragement to their children, and supporting all school policies regarding the typical curriculum.

In implementing a typical curriculum, educational institutions certainly need infrastructure and facilities. Apart from classrooms or other places, QLP Rabbani Middle School utilizes technology both for quranic, leadership and entrepreneurial activities. In Quranic activities, the technology used is a projector to play videos/shows that motivate students. In entrepreneurial activities, teaching staff also use projectors to play video tutorials, as well as students use cellphones or other devices to create product logos or product marketing. This technology has a role in helping the implementation of the curriculum or making the learning process easier (Mesra et al., 2023). Apart from that, the presence of technology in learning provides its own experiences for students (Sinaga, 2023).

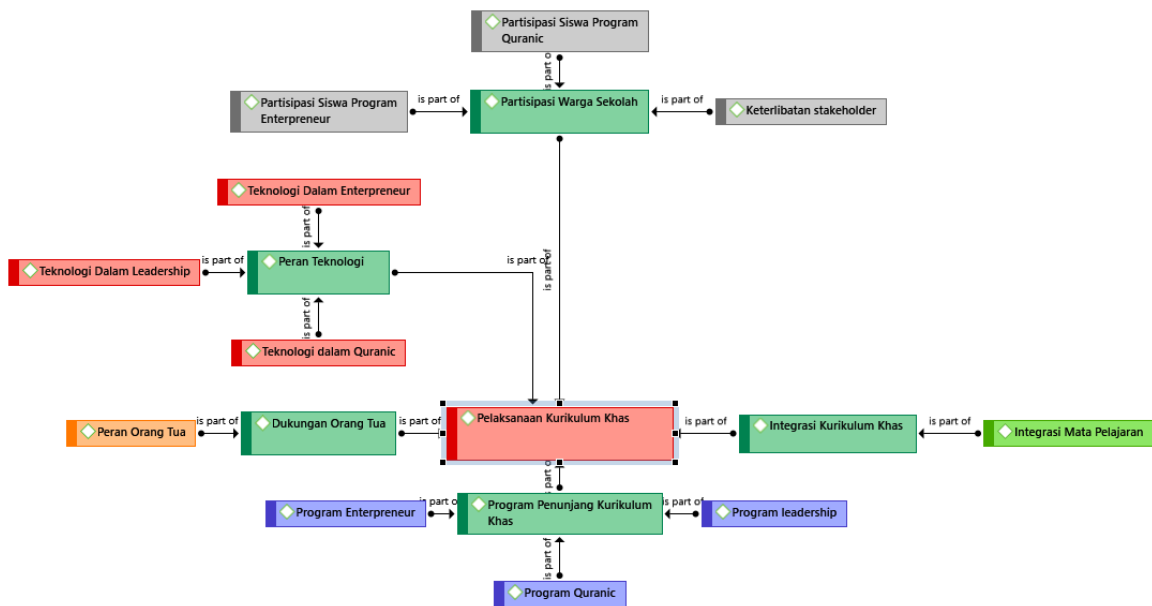


Figure 3. Concept Map for Implementing a Typical School Curriculum

The success of implementing a typical curriculum is determined by several things, namely 1) a curriculum support program which is a means for students to receive teaching both knowledge and skills, 2) a typical curriculum which is integrated into other subjects so that students get the values of a typical curriculum in the subject general, 3) there is participation from all school members (students, teachers and other stakeholders), 4) parental support also plays a very important role in implementing the curriculum, and 5) technology plays an active role in making it easier for the typical curriculum to be implemented.

D. Evaluating the Typical Curriculum

Evaluation is an activity that is required in every plan that is implemented. Through evaluation, things will be found that are in line with the objectives and things that still need to be improved in the future. This concerns the policies that will be taken or decisions made after evaluation activities (Nada, 2023). Curriculum evaluation can be carried out on certain components of the curriculum, according to the objectives of the evaluation. This evaluation can also be seen from the dimensions being evaluated, whether evaluating the quantity or quality of program aspects. Quantitative evaluation tends to cover a broader range of program aspects, while qualitative evaluation focuses more on the quality of goal achievement. The tools used to evaluate quantitative dimensions related to student development and achievement can be standardized measuring tools, such as standard tests. These standard tests can be used to measure talent and intelligence (aptitude).

QLP Rabbani Middle School evaluates the Quranic curriculum for students from an activity on a regular basis with the aim of measuring and knowing the extent to which the students' abilities have been achieved. The evaluation consists of; (1) Tahfidz evaluation once a month through teacher reports, (2) TOS (Tahfidz On the Stage), namely the student's Tahfidz exam activity, (3) Tasmii evaluation 1 full juz every 1 month attended by the students' parents, and (4) Tahfidz exams in Mid-Semester Assessment (PTS), Final Semester Assessment (PAS), and End of Year Assessment (PAT). Apart from formative and summative evaluations, evaluation of the implementation of the typical curriculum at QLP Rabbani Middle School is carried out structurally with the school principal and management. There is a routine evaluation once a week on Tuesdays, there is a large-scale evaluation at the Work Meeting (Raker) to discuss future planning and improvements. This working meeting is held every time a new semester starts.

Through evaluation, it is determined to what extent the impact of achieving a typical curriculum is achieved. In the Quranic program, the impact of the curriculum is seen in: 1) The character of the students, students have the character of diligently praying/increasing piety, respecting parents and teachers, maintaining interactions with the opposite sex, helping each other in goodness, guarding their words, being responsible, polite and friendly, confident in God, and have a strong entrepreneurial spirit. 2)

Students' memorization abilities, students have better abilities in reading the Koran than before. Apart from that, students have made progress in memorizing the Al-Qur'an. The students' best achievement was to memorize 4 juz in 1 semester (6 months). In the curriculum evaluation, it was found that there were challenges and obstacles faced by the school in implementing the typical curriculum. These challenges are: (1) Inadequate Human Resources (HR) for teaching staff. If one of the students is absent for some reason, the Tahsin/Tahfidz group they are guiding will be transferred to another teacher. This causes additional time and energy, (2) The behavior of students who are still lazy, indifferent and moody in implementing the typical curriculum. This is more or less the impact of their puberty period. However, this challenge can still be overcome with the solution of participation of all teachers to handle the responsibilities of other teachers who cannot be present and a psychological approach to students to understand the problems faced by students. The results of this evaluation are used as consideration for improving the curriculum, considering that the curriculum is always experiencing development and change (Hamdi, 2020).

Suggestions for future improvements planned by SMP QLP Rabbani in the Quranic curriculum are determining the minimum ability from the input of students received at this school. This is to make it easier to achieve curriculum targets and improve the quality of educational institutions with qualified output. Meanwhile, in the Entrepreneurship curriculum, the school will continue to encourage and guide students to sell in market places that are of interest to the public so that they gain more experience in practicing entrepreneurial activities while also having independence in the financial sector.

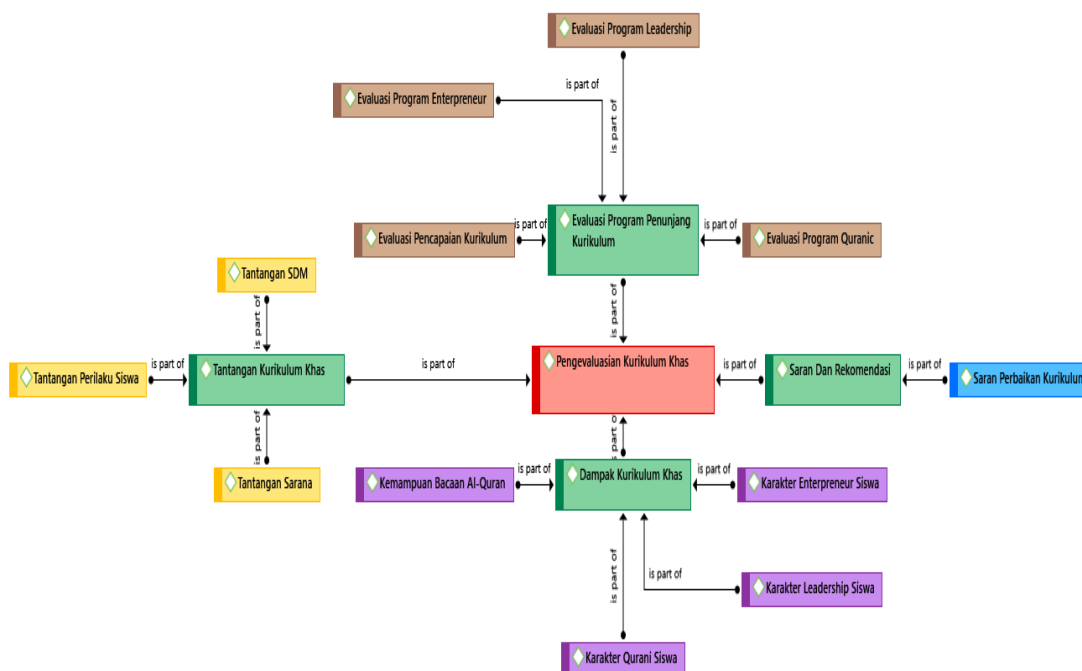


Figure 4. Concept Map for Evaluating a Typical School Curriculum

Typical curriculum evaluations play a role in providing information on everything that needs to be improved, from evaluating typical curriculum support programs, follow-up and planning for the future. The school knows the positive impacts and challenges faced in implementing the curriculum to find solutions to make the future even better.

CONCLUSION

Typical school curriculum management can be implemented based on the steps of planning, organizing, implementing and evaluating a typical curriculum. Curriculum planning is formulated based on the vision and mission, institutional goals, determining targets to be achieved from PPDB mapping, as well as strategies developed to achieve the goals of the typical curriculum. Organizing is done by determining teaching assignments, subjects taught, scheduling and curriculum coordination. The implementation of the typical curriculum is

carried out well in accordance with planning, namely implementing programs to support the typical curriculum by involving teachers as the main implementers of the curriculum and all participatory stakeholders, and technological support in facilitating the implementation of the curriculum. Evaluation of the typical curriculum is carried out periodically and routinely once a week to determine the impact of curriculum achievements, challenges faced, and suggestions or follow-up in the future.

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